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ABSTRACT

The education and economic status of Blacks and Hispanics is the foremost crisis facing the United States today. The viability of this nation as a participant in the global economy is directly related to its solution. Supporting these statements is a demographic analysis of the current economic and education situation. The following related topics are discussed: (1) inflexible, rigid institutions that lack adaptability to a changing world and are obstacles to national competition; (2) lower national competitiveness due to underutilization of minority populations, and nonresponsive educational institutions; (3) declining size of Black and White cohorts compared to increasing size of Hispanic and Asian cohorts; (4) teacher competency tests that Blacks fail six times more often than Whites; and (5) the need to teach Black children how to pass tests. Raising test scores must be a "system" goal. Future trends indicate a worsening situation for Blacks in this country and increasing social and political isolation of middle class Blacks from other Blacks. Included are recommendations for improving the educational and economic status of Blacks. (PS)

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BLACK EDUCATION IN THE WORLD WORKFORCE: A DEMOGRAPHIC ANALYSIS

by

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American Council on Education

Presented at the
National Alliance of Black School Educators
Annual Meeting
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NABSE Conference
November 21, 1986

Reginald Wilson
American Council on Education

BLACK EDUCATION IN THE WORLD WORKFORCE: A DEMOGRAPHIC ANALYSIS

We often discuss the issues of concern to blacks in either a local or state context and relate those issues to the idiosyncratic nature of the school systems, the colleges and the universities in those states and communities. That is certainly right and proper. Indeed we furthermore, usually at conferences like this one, discuss black educational issues in a national context, and many reports that we are familiar with have addressed black education nationally - for example: the ACE Status Report on Minorities in Higher Education that my office issues each year that many of you are familiar with; the Urban League yearly report, the Department of Education 1983 Report - A Nation at Risk; the 1985 College Board report on Equity and Excellence; the National Endowment for the Humanities report - Involvement in Learning; the American Association of State Colleges and Universities 1986 report - To Secure the Blessings, and on and on. In fact, in the past six years over 25 such national reports of various kinds have been issued and, except for the specialized reports exclusively dealing with minorities, all of them have relegated black concerns to a peripheral but obligatory mention. That is not to say that blacks have not been involved in developing these reports. Indeed, on every national task force, one finds one or two blacks or other minorities involved. But in the consensus of the majority, the

key issues always become - enhancing the curriculum, expanding research, increasing quality, improving deteriorating physical plant and, in the summary, "Oh Yes. We must do something to help minorities." None of the national reports has said unequivocally that the educational and economic status of minorities - that is, of blacks and Hispanics - is the number one crisis facing this nation, and that the viability of this nation as a participant in the global economy is directly related to the solution of that crisis. I believe that the problem is that critical and that we need to say that and say it over and over again, and document it with facts until we get the attention of the nation to put this issue at the top of the nation's agenda. But before we can do that we must convince ourselves that it is the number one issue and place it at the top of our own agenda collectively as a people.

I propose to spend my time with you today addressing black education in a world perspective in order to help, at least, initiate that discussion, which may hopefully give us new insights into old problems, and perhaps suggest some new avenues to solve those problems. That's a fairly ambitious task. Rest easy; I don't intend to try to complete that task today - just to sketch its outline, perhaps stir your thinking, hopefully generate some conflict and disagreement - out of which may come some serious address to the issues.

In order to do that I intend to make a brief demographic analysis of the current economic and educational situation, and make

some projection of trends into the future that have particular consequences for blacks.

Now, the projections and predictions of futurists and demographers are always risky and subject to error because we can never foresee all of the unknown intervening variables which will impact on current trends. Some critics of statistical predictions even refer to them in the irreverent language of computer people as SWAG, the acronym for a "Sincere Wild Ass Guess". However, I am of the opinion that numbers can be useful predictors if we negotiate them carefully.

I believe that negotiating numbers can be useful, but always with the caveat that the predictions of demographic analysts can sometimes be just plain wrong. We have to be humble with predictions. For example, in 1968 futurists predicted that the United States would dominate the world economy by 1980. We know the reality is that the U.S. has gone from the largest solvent nation to the largest debtor nation in 20 years, with the highest deficits in its history, and a $170 billion dollar trade deficit. Futurists also predicted in 1968 that U.S. computer technology would dominate the world. The reality is that, in 1986, one-third of the computer factories in Silicon Valley are closed, and the centers of computer technology have moved to Japan, Korea, Taiwan and Hong Kong.

The usual reasons that we have given for these phenomena are that the rest of the world has unfair trade practices, and low wages,

and that the dollar is undervalued. Our labor unions are even clamoring for an embargo on Japanese cars to make American cars more competitive. But a close examination of these usual reasons reveals that they just don't hold up. For example, Korean currency is pegged to the U.S. dollar and goes up and down with its value. It is not the value of the dollar that is our problem. Moreover, in most developed countries,-business, labor and government work together to promote national productivity, unlike our country where all three fight each other all the time. Seventy-five percent of world trade is conducted by systems unlike ours.

The reality is that the obstacles to national competitiveness are inflexible, rigid institutions that lack adaptability to rapidly accelerating change in the world. And this is equally true of industrial and educational institutions.

Among the major obstacles to change in our economy are pressures for short term performance that over-ride the long-term health and vigor of American industry. For example, the control of most stock has shifted from industrial institutions to financial institutions. Thirty-six percent of all American stock is in the hands of financial institutions. Finance, by its nature is interested in immediate profit, not the quality of the product. The result is a rapid increase in the stock trading of industries. For instance, as recently as 1970, the Stock Exchange turned over only once every 7 years. By 1985, the Stock Exchange was turning over every 8 months. The problem is that industry is not using its funds for investment in

development and research, but is using it for mergers and takeovers-that is, making money with money, not making quality products. The recent scandal last week of Ivan Boesky on Wall Street is only a more bizarre example of common practices in stock trading.

National competitiveness is the major challenge facing the American economy as we approach the year 2000. And the ability to compete will depend on this country's ability to look at old, pervasive problems in new ways. Reform of stock trading and investment policies is only one major example of many others. Lets' glance at a couple of other examples of institutional rigidity: 1) 50% of all children under one years old have both parents working. Yet our society still views childcare as a social issue not an economic issue. In most other advanced societies the state provides subsidized childcare. When I visited China in 1974, all the factory worksites had childcare facilities. This is also true in most European countries as well.

Another example: all of our pension systems are tied to jobs not to workers. Yet the average American worker changes jobs at least 3 times in his/her working career. Worker mobility increases the problem and anxiety about having an adequate pension. Many other societies permit a worker to go from job to job and build up equity in one pension. Again, inflexible institutions retard national competitiveness.

Prime Minister Nakasone of Japan recently was properly criticized for making racist remarks that implied that American society was being held back by its poor and undereducated black and Hispanic populations. Yet, we can learn something from his remarks. If one forgets the misguided, awkward statements, one of the things he was saying was that in Japan's homogeneous society, they take care of all of their people.

Our world competitiveness as a nation is seriously retarded by the underutilization of our minority population-specifically blacks & Hispanics. It is in the national self-interest to maximize the academic and economic performance of blacks, but our educational institutions in responding to that concern are too often exacerbating the problem, because of institutional rigidities, inflexible criteria and old solutions to new problems.

It is up to us to make that point over and over as a global economic issue and as an issue of national survival and self-interest in a context of international competitiveness. We must do it factually, dispassionately, with documentation, and insistently, until we raise this crisis to the top priority of the national agenda - and that crisis is nothing less than we have lost an entire generation in the struggle.

Now that may sound a bit over-dramatized, but lets look at the facts. Again, it is important to be careful in the use of demographic data to make predictions because they can sometimes lead to false

conclusions. Educational statistics lend themselves to misinterpretation just as economic ones do. For example in the 1960's we predicted that public school desegregation in the South would lead to massive white flight from public education. We read the scare stories about all-white private academics set up to circumvent desegregation, etc. LOOK AT TABLE I on your chart. The reality is that the South experienced the most stable desegregation in the nation. The percentage of black students in southern schools in 1968 was 26.6%. In 1984 it was still 26.1%. The massive white flight, as we know, occurred primarily in the northeast and the midwest, the citadels of liberalism, where segregation has intensified for blacks and where Hispanics are now the most segregated ethnic group in schools in the nation. Another example: we noted the considerable drop in black college enrollments in California from 7.4% to 6.7% in 1984 and at first attributed it to some dramatic changes in admission practices. I am guilty of making that same mistake myself in my first interpretation of the data. Further analysis showed that the real reason was a decline in the size of the cohort. The percentage of both blacks and whites in California is <u>declining</u>. It is the percentage of Hispanics and Asians that is <u>increasing</u>. In fact, of the remaining blacks in California the percentage of the smaller cohort attending college actually <u>increased.</u> Despite the national decline in black participation rates, we must be cautious in interpreting regional differences.

Nevertheless, despite these cautions there are solid, documented statements we can make about the economic and educational

condition of Black America, and we can make some predictions with a fair degree of accuracy. For example, the improved academic performance of blacks in the past few years is well substantiated. In 1986, ACT scores were the highest they have been in a decade, averaging 18.6. Whites scored the smallest increase in ACT scores. The highest increase was achieved by blacks and Hispanics. Similar increases were registered by blacks on the NAEP and the SAT. Moreover, as Table II shows, between 1975 and 1982, high school graduation rates increased for blacks by 29% and for Hispanics by 38%. Yet, as we also know, the college participation rates for both groups declined almost as dramatically - an 11% decline for blacks, a 16% decline for Hispanics.

THE PICTURE GETS WORSE

The decline in higher education participation has a ripple effect throughout the educational pipeline. Look at the next five tables. In the number of BA degrees conferred between 1978 and 1985, blacks were the only minority group to decline. In the number of MA degrees conferred between 1978 and 1985, blacks and American Indians declined, but there was no comparison to the massive decline of Blacks. In the number of Ph.Ds conferred between 1977 and 1986, blacks were the only minority group to decline. In participation in full-time faculty between 1977 and 1983, blacks were the only minority to decline. In participation in college administration, all groups increased but blacks showed the smallest increase. We are the only ethnic group that is not replacing itself in higher education.

THE PICTURE GETS WORSE

Why did college participation rates go down when all other indicators of black performance were going up? We do know some of the answers to that question. Certainly the impact of Reagan's economic policies was a factor. Between 1980 and 1984 administration tax policies increased the wealth of the top 20% of the wealthiest in the economy, and further impoverished the bottom twenty percent. In 1980 people living in poverty paid 1.9% of their income in taxes. In 1984 people in poverty paid 10.1% of their income in taxes. During the same period college tuitions increased by 12% and even available grants covered less of the cost of increasing tuitions. Blacks were literally being priced out of higher education.

During the last decade, 30 states have increased high school graduation requirements in English, science and math. Although some inner city high schools did increase math requirements, nevertheless the typical inner city graduate had only studied math through algebra, while the typical suburban graduate has studied calculus and trigonometry. Even those inner city students who survived to graduation were not competitive for selective college admissions.

Although black SAT scores have improved, blacks still score over 150 points on average below whites on the SAT, and over 20 states have increased SAT test requirements for admission to state colleges and universities. As some critics have observed, "There is a light at the end of the tunnel, the tunnel has just gotten longer."

Thirty-eight states now test teachers either on entry to education, exit to acquire the degree, or as a condition of entering the profession. The highest failure rates on teacher tests are by blacks. See Table VIII as one example. Black Issues in Higher Education observed this year that, "Blacks fail 6 times as often as whites on entry, exit and competency tests." What has been the major black response to this phenomenon since 1968? - attack the test. Over the past 18 years every major black organization has mounted a massive campaign against culturally biased standardized tests. During that same nearly two decades, the use of tests for entry, exit and competency has almost tripled, and in some areas cutoff scores have increased. For example, some blacks are now being rejected for admission to medical school with MCAT scores that would have gotten them in 10 years ago. You need to know that public support for testing is overwhelming and that higher education leaders are now discussing developing tests to assess the value of the baccalaureate degree. We are not a part of that discussion because our only response has been "we're against it." A recent article in Higher Education and National Affairs by Russell Edgerton, the President of the American Association for Higher Education, was entitled "College Assessment: Ready Or Not Here it Comes." That's A prediction of the future. In 1984 a Gallup poll was conducted that showed 75% of Americans were in favor of competency tests "even if their own child failed." Most test improvement companies like Kaplan set up shop in the suburbs because they are in business to make money. Therefore, it is likely that the disparities between black and white test scores will get worse.

I am not suggesting that it was wrong to attack cultural bias in tests. What I am suggesting, in light of the overwhelming trend in public support, is that much greater effort in the black community should have been (ought to be) expended on teaching black children to pass the tests. Asians with cultural and language handicaps, Hispanics with cultural and language handicaps, do better on the SAT than most blacks, whose native language is English and who have been here longer than most.

"One of the central virtues of planning, especially scanning environmental trends, is that it allows one to see things before they have an impact." Had we been carefully scanning the trends in opinion and practice regarding standardized testing, our national organizations, like NABSE, might have taken progressive actions on preparing youngsters for competition that might have blunted the worst of a devastating failure to succeed on these measures by black students. That is certainly something to ponder. The American Council on Education, the Educational Testing Service, the College Board, the American College Testing program are all seriously looking at some form of baccalaureate assessment in the coming years. We are conspicuously absent from those deliberations. Too much of our energies are now being expended fighting the inevitable.

Another example: As a result of strenuous efforts by black and Hispanic legislators in New York State, New York has the strongest truth-in-testing law in the country: testing questions can be demanded and test takers can challenge their results if they feel they are

biased, and so on. Query - how many people in 1985 challenged their test results in all of New York State? - five, while the consequences of poor test performance continue to plague black and Puerto Rican children in New York City. How much better would those efforts have been expended by minority legislators demanding that New York spend millions of additional dollars on the New York City schools to improve the test performance of minority youngsters?

Some school systems have made raising test scores a system goal. For example, the Prince Georges County schools in Maryland have, over five years, raised the average test scores above the national norms for the entire system (and this system has a substantial number of black students). A major study of testing in 1986, by Michael Olivas, examined all of the current psychometric models with their different adjustments factors to compensate for the lower performance of minorities and concluded that: "the solution to the broad social dilemma [of improvement of minority test scores] is not to be found in psychometric models but in political decisions." He offered five recommendations:

1. More direct teaching of test-taking skills in school.
2. Tutoring and enrichment in subject matter.
3. Promote selection and admission models that include non-psychometric factors.
4. Revise the curriculum to stress testing.
5. Set minimal acceptable scores and select representation above that level to achieve desired diversity.

But in order to do those things we must be aggressively in front of the issue, not reacting to the inevitable and complaining about the results however justified those complaints are.

THE PICTURE GETS WORSE

Most of these statistics are known to you and I just pass over them quickly to complete this dismal portrait: Blacks make up 14% of the population. They are 50% of those in prison. Fifty-five percent of all black babies are born to single mothers and of those, 50% will raise their children alone-these children are "at risk." Every day 40 teenage mothers in the U.S. will give birth to their third child--these children are "at great risk."

BUT THERE ARE OTHER THINGS HAPPENING IN OUR COMMUNITY TO MAKE THIS PICTURE EVEN MORE BLEAK

A study by the Chronicle of Higher Education in January, 1986, calls it "the Surge of Inequality." By that they meant the increasing distance that is growing between the black middle class and the black poor. A study by the Potomac Institute in 1985 stated "the black share of the job market rose from 10.1% in 1970 to 11.6% in 1980. The increase was concentrated in high paying managerial and professional jobs." A study by the Rand Corporation in 1986 concluded that "affirmative action brought new black college graduates from 75% of white wages in 1966 to complete parity in 1972 in 52% of jobs affected by affirmative action legislation."

In other words the principal beneficiaries of affirmative action have been middle class blacks, while the masses of blacks in the underclass are becoming permanently fixed in poverty, joblessness, undereducation, and misery.

In the black community, more than with any other group, the next generation is worse off than the present one, for the first time in history. We are losing a generation.

IT GETS WORSE

There is evidence to suggest that not only is the distance between the classes in the black community getting wider, but we may be abandoning the black lower class psychologically as well.

Socialization, as part of the educational process, usually makes the minority, or outgroup, increasingly like the majority, or in-group; in values, behavior, and outlook. That seems to be happening to our young people. Understand, this is a normal phenomenon, but the consequences make for particular difficulties for us as a black community.

For example, Alexander Astin's survey of students attitudes in 1985 compared them with student attitudes in 1967. In 1967, 88% of college students said their top priority was "developing a meaningful philosophy of life." In 1985, for 66%, their top priority was "being well off financially." Black students in this survey were almost

equally materialistic and self-centered. Table IX on your sheets shows the increasing number of male and female students who identify themselves as "far-right" in political philosophy. A study by American Politics in 1986 showed a significant decline in educated blacks under age 30 who identify with the Democratic Party. Only 37% do so compared to 55% of educated blacks over age thirty.

The socialization of middle class black teachers follows the same trend of conservatism as that of others. A study by Johnson in 1985 of middle class black teachers summarized their attitudes this way: "lower achieving students do not care much about achievement... the low achieving students exert pressure on the high achieving students not to achieve and the low achieving students bring down the high achieving students." There is some truth in that.

And what was the consensus of their advice to this problem? "Abandon the low achieving students and concentrate on the few we 'can save'." Indeed, many black teachers, like most white teachers in the past, do abandon low achieving students, which only compounds the masses of blacks being doomed to failure. I know it is hard to teach low achieving students. But if we don't we will have no impact on the future. Look at Table X at the dropout rates in some cities with large black populations as well as with substantial numbers of minority teachers. Are we prepared to evaluate and be critical of our own?

Now having painted that scenario - WHAT IS TO BE DONE? I don't pretend in this short time to give you an elaborate program. Just to suggest what I think may be some new ways, as well as some old ways in different focus to address the major crisis in present American society:

1. We must tie the case of blacks to the agenda of national competitiveness as being in the self-interest of the nation, if the nation is to regain a viable position in the world economy. If blacks are a drain on the economy, the economy cannot prosper. The moral arguments are good and correct, but mostly irrelevant in this context. By the year 2000 blacks and Hispanics will make up 1/3 of the American population. This nation cannot survive as an industrial power if that 1/3 is not educated and employed. It is still a truth that it costs an average of $3200 a year to educate a student in U.S. public schools, while it costs $15,000 to incarcerate that same youth for a year. An aging white population in the year 2000 will depend on 1/3 of the work force to pay its pension benefits, which they can do only if they are working. We must make these self interest arguments as loudly and clearly as possible and tie them to the global economy.

2. We must be in on global and national planning. That is not quite as difficult as it may seem. The American Council on Education is currently developing a broad position statement

on higher education to present to the 100th Congress. We have not attempted to have input into that process, either by NABSE, the United Negro College Fund or any other black organization. Yet ACE, as the major higher education association in Washington will have considerable influence on higher education legislation in the next Congress and with the next administration in 1988. Right now black educators are celebrating the victory in the budget of a 5% set-aside of Department of Defense contracts to minority business and colleges, allegedly representing over $32 billion in potential contracts.

Do you believe that? Again, facts: based on past history approximately 20% of those funds will go to truly black businesses which have the technical capability and expertise to bid on those contracts. Much of the rest will go to white business fronts who will hire a black for $100,000 to represent himself as the boss-right?-to qualify as a minority contractor in order to make a competitive bid. There is enough history to be pretty cynical about the actual outcome. The problem is we do not have enough viable small businesses with technical competence to be competitive.

We celebrate the fact that the top major among black college students is now business instead of education. Yet, almost all black business graduates go to work for large white corporations. Both Asian and Hispanic graduates in large part start new businesses. The greatest growth in new jobs in the American economy in the past ten

years has been in new small businesses and expanding new businesses, not in major industrial corporations.

We criticize the new black conservatives who meet with President Reagan to talk about capital development in the black community. The fact is, we don't have to accept the Reagan agenda in order to see the merit in some aspects of urban enterprise zones and other capitalization schemes. We must develop an economic infrastructure in the black community. We must be involved in global and national planning that is accessible to us and be a part of setting the agenda for America in the 21st century.

The South Growth Policies Board just issued a report on Monday that predicted "as manufacturing retools from low to high skills and relies less on labor and more on technology, the current rapid change will leave some of the South's labor force high, dry and unemployed." They are talking about us, folks! Where are we in the state and regional planning process to address that contingency? The second sheet you have in your hands details a sophisticated scanning network that helps states and regions plot trends and make plans. We have the capability now of duplicating such a scanning service for ourselves.

3. We need to mount collective efforts at the state level to pressure universities to increase recruitment of and financial aid to black students. We must develop and recommend alternative selection criteria as ways to augment, not supplant, standardized tests, while mounting

programs between colleges and public schools to increase test performance of black children. Some such collaborative projects have already begun. But they are too few and the impact is not enough. In coming years, the action will be increasingly at the state level. We need to divert some energies away from making rhetorical assaults on an indifferent Federal executive to using black state and local legislative power to impact on local public schools and state universities. The entering college freshmen of the year 2000 are just starting kindergarten. We have an opportunity to do something with them if that becomes our top priority. Many of those between 1986 and 2000 we have already lost.

At a conference on testing in New York, two weeks ago, Chancellor Ann Reynolds of the California State University System said: "we need to put a priority on increasing baccalaureate education for minorities for reasons of the change in the nature of the workforce." That is about as clear a statement of self-interest as you are likely to hear. We need to capitalize on working with enlightened educators like Ann Reynolds and NABSE should be expending planned, thought-out efforts in that direction.

4. We must re-engage the tie between the black middle class and the black lower class. Not only are we distanced physically by many of us living in suburbs, and like our white colleagues, coming in the city in the morning and

leaving in the afternoon, but many of us are increasingly psychologically distant. I don't say that to make anyone feel guilty, only to state a fact that we do not have the strong communal and economic ties and organizations like Asians or Jews that bind the group together irrespective of where they live or what economic class they belong to.

It is not that we do not have a history of communal collaboration and voluntary group self-help; it is just that post-Reconstruction, northern migration, and urbanization have obliterated that history. For example, in 1877 there were over 20,000 benevolent associations, burial societies and communal support groups that had been developed by blacks during the period of Reconstruction. Many black artisans and skilled workers became small businessmen also during Reconstruction. When Reconstruction was defeated in the South, that history of entrepreneurship and communal self-help was obliterated. We need to re-establish that tradition of communal self-help and re-connect the black middle-class to the lower-class for our own survival as a group, or we will leave a permanent ghetto as our legacy to our future.

I live in D.C. but I certainly don't live in the ghetto. However, I do give 20 hours per week of volunteer work on my own time to a D.C. organization called the Community of Hope, which provides shelter for homeless families as well as medical care, counseling and tutoring. I provide diagnostic and psychotherapeutic services to the disturbed youth and adults in the center. All of the professional

staff in this facility is white, all the clientele is black. The head of medical services gave up a lucrative practice and works there for $20,00 a year (with a wife and three children). He is white. The only other black volunteers are a pediatrician who comes twice a week, and a minister who performs Sunday religious services.

That is just a small thing, but I only cite it to indicate we have got to take more collective responsibility for our community while not diminishing one iota our public and vocal insistence that the state and federal government not abandon their responsibilities as well for the well-being of all citizens.

When I ask my fellow psychologists to help in community volunteer work, the usual reply has either been, "I do private practice for pay" or "I'm afraid to go into the ghetto at night." Well, so am I. But what is the price of saving our community? Father Ted Hesburgh, President of Notre Dame University, told me last month it was easier to get students & faculty to demonstrate against South Africa than to volunteer to tutor black kids in the South Bend schools. Think about it.

I have proposed to this organization on previous occasions taking the lead in calling an "Educational Summit" of our major civil rights and education organizations to place the crisis of black education at the top or our national agenda. I reiterate that proposal today. We can affect the future, if we are serious, by aggressively negotiating the nation's agenda in both its and our

self-interest. We can be a vital force both nationally and internationally rather than a dependent group like too many of our brethren in Third World Countries. But in order to do that we must seize the future.

A lot of us paid big dues in the 1960s and 1970s and feel we can justifiably rest on our laurels. It was Thomas Jefferson who said the price of liberty is eternal vigilance. We rested on our laurels, and in the meantime, we lost a generation. Folks, we will probably have to do the job all over again, and do it right this time. If we don't, to paraphrase that great philosopher, Satchel Paige, "Don't look over your shoulder, nobody may be catching up with you."

ATTACHMENTS

NABSE Presentation
November, 1986

Reginald Wilson

Table I
Black % P.S. Students in South

1968	1984
26.6	26.1

Table II

Increase H.S. (1975-82)	Decline College
Black------ 29%	--- 11%
Hispanic--- 38%	--- 16%

Table III
BA's Conferred
% Change: 1978-85

Black ----------	-5.9%
Hispanic ---------	+20.8%
Asian ----------	+86.7%
Indian ----------	+16.5%

Table IV
MA's Conferred
% Change 1978-85

Black ----------	-35.2%
Hispanic ---------	+19.7%
Asian ----------	+24.2%
Indian ----------	-1.9%

Table V
Ph.D. Recipients

	1977		1984
Black -----	4.5	-------	4.3
Asian -----	3.5	-------	4.1
Hispanic --	1.8	-------	2.5
Indian ----	0.3	-------	0.3

Table VI
Participation In Fulltime Faculty
% Change: 1977-83

Black ----------	-4.3%
Hispanic ---------	+25.8%
Asian ----------	+37.6%
Indian ----------	+22.5%

Table VII
Participation In Administration
% Change: 1977-83

Black ----------	+12.1%
Hispanic ---------	+26.5%
Asian ----------	+50.7%
Indian ----------	+39.8%

Table VIII
Texas (1985)
NTE Failure Rates

White	Hispanic	Black
27%	66%	77%

Table IX
Political Self-Rating

	Far Right	Liberal
Male ----	26%	22%
Female ----	17%	23%

(Both Increase Conservatism)

Table X
Dropout Rates
(Selected Cities)

Chicago ----------	43%
E. Los Angeles --------	58%
New York ----------	35%
Washington D.C. -------	45%
Boston ----------	50%

CSPA

State Scanning Network, September 1985

National Scanning Board

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Senior Policy Analyst
TRW, Inc

Paul Cunningham
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Western Governors Association

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State Scanning Network

Dear Governor:

This is the fourth Report to the Governors from the National Scanning Board of CSPA. The most recent bimonthly cycle of the State Scanning Network's emerging state issues identification process revealed the items related in the enclosed six profiles, summarized below:

- **Resegregation by Class:** New signals point to accelerating segregation not only of minorities but of economically poor, across racial lines;
- **Regulatory Reversals:** Despite an environment of deregulation, the health care field is shifting toward increased regulation;
- **Telecommunications and Service Delivery:** Innovations in the application of telecommunications technology and a fragmented regulatory environment pose demanding new challenges for states;
- **Hidden Costs of Health Care Economics:** Unintended effects of improvements in health care cost controls suggest reconsideration of benefits of short- versus long-term costs for states;
- **Broadening Liability Concerns:** Numerous incidences of liability-related problems from unexpected areas dramatically emphasize the need for a new state role;
- **New Advances by Foreign Traders on U.S. Markets:** Fresh signals of new inroads by foreign exporters on traditional U.S. markets recommends renewed consideration of the most constructive roles for governors.

We would like to draw your attention to several recent changes we have made to this report for your convenience. The format and presentation of the material have been revised to make it as useful and easy to use as possible. CSPA and the National Scanning Board welcomes any comments you may care to make on this adaptation.

Also new is the final section in the back of the report, entitled "Watch These Signals." It consists of single items submitted by states which the Board wished to bring to your attention as potentially important symptoms or vanguards of change. The Board will monitor these signals and report future developments.

Supplemental information on the entire report is available to your staff in the addendum, or through CSPA.

Once again, please feel free to contact any member of the National Scanning Board or the Council with comments or inquiries on this Report to the Governors.

Sincerely,

Walter Hahn

Walter Hahn
Chairman
National Scanning Board